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The major purposes of study were (1) to determine the relative importance of college teacher qualifications in the judgment of academic deans and their most promising young teachers, (2) to find the extent of agreement between judgments by deans and teachers and between these judgments and those previously reported for presidents in a study by M. R. Trabue, and (3) to find what kinds of qualifications are representative of successful college teachers in the judgment of deans and teachers.

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JUDGMENTS OF LIBERAL ARTS COLLEGE TEACHERS AND DEANS REGARDING COLLEGE TEACHER QUALIFICATIONS

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Statement of the Problem

The main purposes of this study were: to determine the relative importance of qualifications of college teachers in the judgment of academic deans and their most promising young teachers; to find the extent of agreement between judgments by deans and teachers and between these judgments and those previously reported for presidents by Trabue;[1] and to find what kinds of qualifications are representative of successful college teachers in the judgment of deans and teachers.

Procedures

The Inquiry on College Teaching, containing fifty-two statements descriptive of teacher qualifications, was submitted to 432 deans of American liberal arts colleges with the request that they ask two of their most promising young teachers to give their responses on two additional copies. Responses by 281 deans and 527 teachers according to four levels of importance: Great Value, Real Value, Little Value, and Undesirable were tabulated for each item.

Findings and Analysis

The importance of college teacher qualifications as judged by teachers and deans was evaluated chiefly on the basis of combined frequencies for ratings of great value and real value. Twenty-six qualifications were judged to be of great or real value by more than eighty percent of deans and teachers combined (most important); seventeen were so judged by sixty-five to less than eighty percent of the combined group (important); nine were so judged by less than sixty-five percent to as low as nine percent (limited importance or undesirable).

A significant product-moment coefficient of correlation of .96 was found for pairs of percents of deans and teachers making judgments of great and real value in response to fifty-two statements describing teacher qualifications. In responding to fifty of the fifty-two items teachers made a proportionately smaller number of judgments of great value or real value than was true for deans. Frequencies of responses for deans and teachers for each item were treated in contingency tables and chi square was computed. Discrepancies between teachers' judgments and deans' judgments in the direction of less importance were found to be significant at the one percent level of confidence for twenty-eight of the fifty-two items.

When the fifteen qualifications judged to be of great value by presidents as reported by Trabue were compared with the fifteen placed highest by deans and by teachers on the same basis thirteen qualifications were found to be in common to the three lists.

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[1] M. R. Trabue, "Characteristics of College Instructors Desired by Liberal Arts College Presidents", Association of American Colleges Bulletin, XXXVI (October, 1950), pp. 374-379.

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Among nine items descriptive of performance and effectiveness as a teacher, eight were found most important. Of nine items describing personal and social characteristics, five were judged most important and one (Is less than 35 years of age) was judged of limited importance. Alertness, interests, and attitudes of teachers in intellectual, cultural, and professional matters were described by five items, all of which were judged most important. Seven items covering past academic record of teachers included four found most important and two judged of limited importance. The latter two involved specialized graduate major and holding a graduate degree from a "noted" university. Of four items relating to viewpoints and participation as a faculty member, two relating to the former were judged most important, and two dealing with the latter were judged important, but not most important. Scholarly and professional activities and contributions represented by three items included one (Has done important research in his field) which was rated most important and two judged important, but not most important. Performance as a counselor (three items) and study of college teaching problems and methods (five items) were judged important, but not most important. Wholesome family life was judged most important; participation in religious activities and activity in civic affairs were judged important, but not most important; and "Engages actively in political work" was judged of limited importance and was more frequently rated undesirable than any other item. Three items descriptive of previous non-college types of experience were all judged to be of limited importance.

Conclusions

1. The relative importance of college teacher qualifications was determined on the basis of judgements expressed by liberal arts college deans and teachers. The complete list of qualifications arranged in order of importance on this basis represents the embodiment of this major conclusion of the study.

2. Close relationship of teachers' judgements with those by deans was found when relative position on a scale of importance was considered. Teachers were found to attach significantly less importance than deans to slightly more than half of the qualifications listed. This tendency was especially apparent in relation to qualifications found to be of intermediate importance.

3. Presidents, deans, and teachers were in agreement concerning qualifications of greatest importance.

4. Qualifications relating to actual performance and effectiveness as a teacher, a teacher's personal and social characteristics, and his alertness, interests, and attitudes in intellectual, cultural, and professional matters were judged to be of highest importance. A teachers's past academic record, his viewpoints and participation as a faculty member, and his professional and scholarly activities and contributions were also found to be of substantial importance.